DOCUMENT RESUME

ED 228 180 SP 021 984

AUTHOR Loadman, William; And Others
TITLE The Ohio State University Documentation and Monitoring System for NCATE Accreditation and State Department Program Approval.
INSTITUTION Ohio State Univ., Columbus. Coll. of Education.
PUB DATE Feb 83
NOTE 30p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Standards; *Accreditation (Institutions); *Databases; Documentation; Higher Education; *Institutional Evaluation; Needs Assessment; Program Evaluation; Program Improvement; *Schools of Education; Self Evaluation (Groups); *State Standards; *Teacher Education Programs
IDENTIFIERS Ohio State University

ABSTRACT

The Ohio State University School of Education has developed a plan and established a data base to provide information to respond to anticipated accreditation visits. A format was designed to determine the breadth and depth of all standards by comparing and contrasting National Council for Accreditation of Teacher Education (NCATE) standards with Ohio State Department of Education standards. In general, the plan involved consistent input and communication with key persons within the college structure who have responsibility for various aspects of the entire organization. A documentation timeline was designed, scheduling assigned input from the leadership team, the major documentors, program heads, and faculty members. A system was also developed to document and monitor the status of the implementation of the plan. In this document, the system is described, and handouts are included to represent several important dimensions of the system, including: (1) comparison of Ohio and NCATE standards relating to teacher education programs; (2) examples of information on each program; (3) documentation timeline; (4) information on program goals, development, evaluation, components, and students; (5) table of contents for initial and advanced preparation program descriptions; and (6) samples of the faculty vita form and syllabus format. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED228180

THE OHIO STATE UNIVERSITY DOCUMENTATION AND MONITORING SYSTEM FOR NCATE ACCREDITATION AND STATE DEPARTMENT PROGRAM APPROVAL

William Loadman
Jessica Jahnke
Nancy Zimpher

College of Education
The Ohio State University

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jessica J. Jahnke

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SP 021 984

Documentation and Monitoring System for NCATE and State Accreditation and Approval

William Loadman
Jessica Jahnke
Nancy Zimpher

The Ohio State University
College of Education
February, 1983

THE OHIO STATE UNIVERSITY DOCUMENTATION AND MONITORING SYSTEM FOR NCATE ACCREDITATION AND STATE DEPARTMENT PROGRAM APPROVAL

William Loadman
Jessica Jahnke
Nancy Zimpher

College of Education
The Ohio State University

In preparation for an anticipated NCATE and State of Ohio Department of Education Accreditation visits in early 1984, The Ohio State University College of Education has developed a plan of operation to address these visits and has begun implementation of this plan. This presentation is designed to a) provide an overview of the plan; b) provide a preliminary look at a unique and sophisticated system for documenting and monitoring the system; and c) provide examples of the the various dimensions of the monitoring system. Enclosed in this packet of handouts is a series of color coded examples representing several of the important dimensions of the system.

Because of the time limitation of this presentation, the major focus will be placed upon the documentation and monitoring system which has been developed to facilitate the planning, implementation and products of an NCATE and State of Ohio accreditation visit. It is important for the reader to realize that a substantial amount of preplanning has preceeded this system and it will only be implicitly reflected in this presentation. Further the planning aspect of the process is absolutely critical to the ultimate success of the system.

The process of planning for the visits began more than a year ago in anticipation of a visit more than two years in the future. As of this date the visits are scheduled for January and April, 1984. The initial planning began by considering the effort more than an isolated and unrelated effort which must be endured once every several years. Instead the effort was viewed as an opportunity to move the college forward. To accomplish this feat four related and crucial purposes were identified to serve as milestones for this effort.

Purposes

1. Develop a plan and establish a data base to provide information to respond to the anticipated accreditation visits.
2. Compare and contrast all NCATE Standards with all State of Ohio Department of Education Standards in order to determine the breadth and depth of all standards (See light gold handout).
3. Use the data base to assist in program development and evaluation in the college.

SP 021 984

4. Develop a documentation and monitoring system to facilitate the planned process.

In general the plan involved consistent input and communication with key persons within the college structure who have responsibility for various aspects of an extremely complex organization. Further, a small group of staff, after obtaining the necessary input, served to do much of the actual work on the system. An example of one such effort is a matrix which contains two dimensions. The first dimension contains levels of programs to be accredited or approved. The second dimension contains categories of documentation (information) which are typical of NCATE and State Department of Education data categories. The buff colored handout with the transparency shows the matrix. By lifting the transparency one can get an uncluttered view of the matrix. If one now places the transparency over the matrix, you can begin to see the types of examples of information that are defined by each cell in the matrix. In reality, each cell has substantially more information than this example indicates. More information about filling in the matrix will come later in this presentation.

A major implementation tool, a timeline, was developed early in the plan. Our operating timeline with major milestones listed is available for your review on the yellow handout. As you can see the horizontal dimension reflects major blocks of time on a quarter by quarter basis, while the vertical dimension reflects the various levels of data sources. The individual cell entries reflect major milestones, review activities and/or important events or actions needed to move the effort forward. An early decision and strategy designed by the leadership team was to use centralized resources as much as possible to provide the necessary documentation and to collect the data. As reflected in the entries in the timeline, the data sources at the bottom of the page, (e.g., faculty) have very limited responsibility and very simple tasks compared with those in the upper levels of the timeline (e.g., project documenter, major documenter). This decision, while expanding the work for a select few individuals, reduces the burden on the faculty and is more likely to result in obtaining consistent, useable and, timely responses to documentation requests.

Having developed a reasonable and workable plan, a system was developed to document and monitor the status of the implementation of the plan. Using the standards document (light gold handout example) and the categories of data model (buff handout with transparency), a computer based system was developed. The magnitude and complexity of the undertaking should be readily apparent to anyone who has undergone an accreditation visit. If that isn't sufficient, then an example reflecting a small subset of the standards from one category of documentation may serve to bring this point home. The dark gold handout reflects the "program" category information; this handout is one of approximately thirty pages from the complete system. Note that the documentation and monitoring system is an administrative tool for helping

to manage the accreditation process. As the activities on the timeline begin to get implemented, each column of the monitoring system begins to get completed from left to right on the chart. As new information is obtained, then this is fed into the computer system for an immediate update. As can be readily seen on the example, the system can be queried at any time to reflect the current status. This inquiry can be done in many different ways, e.g., by standard, by information item, by source of evidence, by date, etc. This system provides flexibility and timely status reports for the leadership team. Also note that the standard reference in the handout example can be used to move easily back and forth between the standards document and the monitoring system.

By using the flexibility of the computer system, we can take the names listed under the source of information column and query the system based on each name. By doing this, we obtain a complete listing of all responsibilities of that particular data source. An example of this is provided on the blue handout in the packet. The name of the data source is listed in the upper left hand corner of the page. If you take the the first entry on the blue handout, this item can be traced back to the dark gold handout and you will see the correspondence between entries. By listing individual responsibilities, a document can be generated for each major documenter which provides a graphic "map" of their responsibilities. This document is then used in a face to face meeting with this "key actor" or major documenter to explain their task and to negotiate timelines. If you recall the timeline, (yellow handout) the leadership team is in the process of meeting with the major documenters regarding responsibilities.

Concommitant with this activity, the leadership team is also meeting with all faculty in the college on a unit by unit basis to request specific data from faculty. (Remember that we have attempted to require as little data as possible directly from the faculty.) The green handouts in the packet reflect formats for faculty to use in responding to the requests. The three sets of information requested of faculty include:

1. an updated vita using a common format;
2. an updated syllabus for each course using a common format, and
3. a description of each different certification program (to be generated program by program rather than faculty member by faculty member)

All data requested from faculty will ultimately be placed on word processing equipment as well as the computer data bank for storage and retrieval. This will ultimately facilitate other uses of the data other than those used for accreditation visits.

An example of the complete monitoring system and specific completed examples of elements within the system is available for your review after this presentation. Included in these examples is a completed vita, a completed syllabus, a completed description of a program (labeled a curriculum specification), and the complete standards comparison.

As of this date the system is operational and functicning. We are progressing according to the timeline and plan. We are very pleased with our progress to date and the ease and smoothness with which the process is occuring. However, the evidence of success will be in the testing and unfortunately that testing will not occur for almost one year. The system will continue to be utilized and refined, but we are already finding that the system has uses far beyond those associated with NCATE and/or the State Department of Education visits. Our internal utilization of information, in terms of access, formating and recasting of information, has been increasing. Our projection is that this use will continue to increase long after the accreditation visits. We will continue to move forward.

February, 1983

COMPARISON OF STANDARDS RELATING TO PROGRAM (Program Folios)

STATE	NCATE
EDb 3301-25-02 Curriculum (C) Each teacher education student shall satisfactorily participate in clinical experiences which present individual cases or problems involving the application of principles and theory in teaching and learning. Through clinical experiences under the direction and supervision of experienced faculty--in a college or university laboratory setting, approved or chartered school, or other approved setting--the teacher education student shall be involved in the use of diagnostic testing instruments and observational techniques to enable an analysis of pupil learning progress or difficulties, on both an individual and group basis, and prescriptions of instructional strategies, educational media, and materials to maximize pupil learning outcomes.	2.3.3. Teaching Learning Theory with Laboratory and Clinical Experience Standard: The professional studies component of each curriculum includes the systematic study of teaching and learning theory with appropriate laboratory and clinical experience.
EDb 3301-25-02 Curriculum (D) Each teacher education student shall satisfactorily participate in a series of carefully planned, supervised, and evaluated field-based experiences for which specific learning objectives have been set to assure increasing proficiency in performing the various teaching responsibilities under actual school conditions. Experiences and objectives shall be jointly developed among representatives of approved or chartered schools or school districts, including administrators, supervisors and teachers; the college or university preparing teachers; and teacher education students. Field-based experiences shall be completed in a variety of urban and suburban or rural settings. Field-based experiences shall include at least one full quarter of student teaching, during which time the teacher education student will be expected to follow a teacher's regular schedule. College or university supervision of student teaching shall be conducted or augmented by professional persons having specialization within the particular field of the student teaching assignment. Cooperating teachers in the student teaching experience shall possess the appropriate standard certificate, and have a minimum of three years of classroom teaching experience including one year in the field for which the service is being provided.	2.3. Design of the Curriculum/Professional Studies Component 2.3.4. Practicuum Standard: The professional studies component of each curriculum for prospective teachers includes direct, substantial, quality participation in teaching over an extended period of time in an elementary or secondary school. This practicuum should be under the supervision of college personnel who are experienced in, and have continuing experience with, elementary or secondary teaching, and certified, experienced personnel from the cooperating school. Explicit criteria are established and applied for the selection of school supervisors and for the assignment of college personnel.

Sample: For discussion purposes only

COMPARISON OF STANDARDS RELATING TO PROGRAM (Program Folios)

STATE	NCATE
EDb 3301-25-02 Curriculum (E) The clinical and field-based experiences for teacher education students shall be: (1) an integral part of the teacher education curriculum, commencing early therein and continuing in a sequential manner; (2) related to school-age youth; and (3) equivalent in time to one full quarter in addition to the student teaching experience as specified in Part D of this standard.	
EDb 3301-25-02 Curriculum (F) A complete description of the teacher education curriculum for each field--including, but not limited to, the sequential learning needed within the body of knowledge, skills, attitudes, and values as identified through instructional objectives and syllabus for each course, clinical experience, and field-based experience therein, together with the identification and specification of essential prerequisites--shall be submitted to the State Department of Education for approval at least every five years, or sooner if revisions are desired therein.	
EDb 3301-25-02 Curriculum (B) The teacher education curriculum shall adequately reflect identified and significant academic and social concerns which would include: (1) the teaching of reading, as it pertains to the field for which certification is being sought.	
EDb 3301-25-02 Curriculum (B continued) (2) human relations related to both teaching in a culturally pluralistic society and working effectively with students regardless of race, political affiliation, religion, age, sex, socioeconomic status, or exceptionality not requiring a full-time specialized educational environment.	2. Design of the Curriculum 2.1.1. Multicultural Education Standard: The institution provides for multicultural education in its teacher education curricula, including both the general and professional studies components.

COMPARISON OF STANDARDS RELATING TO PROGRAM (Program Folios)

STATE	NCATE
EDb 3301-25-02 Curriculum (B continued) (3) analysis and evaluation of one's performance skills as they relate to teaching behavior; (4) dealing with behavior problems (e.g., aggressive, abusive, withdrawal, et cetera); and Commonalities: observation and analysis of one's own teaching; handling behavior problems	
EDb 3301-25-02 Curriculum (B continued) (5) selection, preparation, and effective utilization of educational media to facilitate learning. EDb 3301-25-03 Instruction (B) Instruction will ensure that all teacher education students shall be able to utilize effectively various types of educational media.	5.2 Materials and Instructional Media Center Standard: A materials and instructional media center for teacher education is maintained either as a part of the library, or as one or more separate units, and supports the teacher education program.
GUIDELINES FOR IMPLEMENTATION OF P.L. 94-142 AND R.C. CHAPTER 3323 Public Law 94-142 is federal law and R.C. Chapter 3323 is state law. All institutions of higher education are expected to prepare prospective teachers to function in accordance with state and federal laws. Institutions are responsible for demonstrating compliance with these requirements during onsite review.	2.0 Design of the Curriculum 2.1.2. Special Education Standard: The institution provides its graduates with the knowledge and skills necessary to provide an appropriate education for exceptional learners.

SYLLABUS FORMAT

THE FOLLOWING ITEMS SHOULD ACCOMPANY ALL NEW COURSE, WORKSHOP, SPECIAL TOPIC, AND GROUP STUDY REQUESTS:

_____ RATIONALE

_____ COURSE OBJECTIVES

_____ CLINICAL AND FIELD EXPERIENCES (When applicable)*

_____ TOPICAL OUTLINE

_____ METHOD OF EVALUATING THE STUDENT

_____ TEXT and/or READING LIST

_____ COMPUTER EQUIPMENT (when applicable)**

*When applicable, course requests should include the following regarding clinical and field experiences:

- a brief statement of purpose or description of experience
- number of contact hours
- method of assessing field and clinical experiences

**When applicable, course requests should include the following regarding usage of computer equipment:

- exact listing of all computer equipment to be used
- location of computer equipment
- accessibility expectations

(Applicable even when equipment is controlled solely by and accessible only to students of the instructional unit.)

Reviewed and approved by the
College of Education Senate
November 17, 1982

TABLE OF CONTENTS FOR
ADVANCED PREPARATION PROGRAM DESCRIPTIONS

I. Introduction

A. Purposes and Objectives
[G-2.1, I.(A)]

B. Admission and Retention of Students
[G-4.1, G-4.2]

II. Design of Curricula
[G-2.1]

A. Content of the Curriculum
[G-2.2.]

1. Content for the Specialty

2. Humanistic and Behavioral Studies

3. Experiences in Professional Practice
[G-2.2, II.(A)]

B. Research in Advanced Curricula
[G-2.3.]

III. Special Program Concerns

A. Multicultural Education
[G-2.1.1.]

B. Special Education
[G-2.1.2.]

IV. Program Development and Evaluation

A. Evaluation of Graduates
[G-6.1, VII.(A)]

B. Evaluation of Program
[G-6.2]

C. Use of Guidelines Developed by National Learned Societies and Professional Associations
[G-2.4]

D. Student Participation in Program Development and Evaluation
[G-2.5]

V. Course Syllabi
[II.(B)]

VITA
for
(Name)

Sample: For discussion purposes only

A. Rank or Title

B. (Academic Unit), College of Education
The Ohio State University

C. Program Area (Area of Specialization)

D. Address
Office: Home:

E. Phone
Office: (614) _____ Home: (614) _____

F. Personal Information (Optional)

G. Research/Scholarship Emphasis (No more than three lines in sentence or phrase form).

H. Education
Date Institution Degree Major(s) Minor(s)
(List in order of most recent degree first)

I. Work Experience
Dates (from-to) Institution Position/title
(List in order of current position first)

J. Other Professional Assignments (e.g. editorships, committee responsibilities, project directorships)
Dates (from-to) Institution Position/title
(List in order of current position first)

K. Professional/Academic Association Memberships
(List in alphabetical order with offices held and dates.)

L. Selected Consultancies
(List no more than ten, briefly describing nature of work performed and sponsoring agency.)

M. Publications
(List in order of publication with most recent first. APA form is preferred, but not required. Publications may be broken down into three categories: Books and Monographs, Journal-Articles, and Reports and Reviews.)

N. Selected Presentations
(List no more than ten with titles, meetings or audiences, locations, and dates.)

O. Research/Development Projects in Progress

P. International Experiences
Position/title Country Dates (from-to)

Q. Awards and Honors

R. Date of Vita (or revision date)

TABLE OF CONTENTS FOR INITIAL PREPARATION PROGRAM DESCRIPTIONS

Page

I. INTRODUCTION

A. General Purposes and Objectives 3
[Edb 3301-25-01(C), 2.]

B. Admission and Retention Criteria. 3
[Edb 3301-25-01 (I) (J), 4.1, 4.2]

II. DESIGN OF THE CURRICULUM. 7
[Edb 3301-25-02 (B), 2.1]

A. General Studies Component 8
[2.2]

B. Professional Studies Component. 11
[2.3]

1. Humanistic and Behavioral Studies. 11
[2.3.2.]

2. Content of the Teaching Specialty 12
[2.3.1]

a. Common Curriculum 12
[2.3.1]

b. Comprehensive Broadcast 26
[2.3.1]

c. Speech Communication Major. 31
[2.3.1]

d. English Communication Major 37
[2.3.1]

3. Teaching and Learning Theory with Laboratory and Field Experiences 41
[Edb 3301-25-02 (C) (D), 2.3.3, 2.3.4]

4. Program Concerns 43
[Edb 3301-25-02 (B), 2.1.1, 2.1.2, 5.2]

III. CURRICULUM DEVELOPMENT AND EVALUATION. 57
[Edb 3301-25-08, 2.4, 2.5, 6.2]

A. Student Participation in Program Evaluation and Development. 57
[2.5]

TABLE OF CONTENTS-(continued)

Page

B. Follow-up (Evaluation of Students). 57
[3301-25-08, 6.1]

C. Use of Guidelines Developed By National Learned Societies and Professional Associations 57
[2.4]

D. Evaluation of Programs. 57
[6.2]

IV. COURSE SYLLABI. 58
[Edb 3301-25-02 (F)]

MIKELL O'DONNELL

Information Item	Nature of Potential Evidence	Evidence Format Existing	Evidence Format Desired	Chart Page #	First Draft Due Date
Information Category: C Program					
Development/Evaluation					
Method for selection of students 2.5, G-2.5	CUSE & Grad, Policy		Document	13	
Program Components					
BER's			Booklet	9	
Statement of Relationship of BER's to courses for majors 2.2	College of Education Bulletin			9	
Statement demonstrating the BER's are a planned component of each student's curriculum 2.2	College Bulletin/Curriculum Sheets	Documents	Documents	9	
Demonstrate that BER = 1/3 of curriculum 2.2	Curriculum Sheets	Single Shts	Single Shts	9	
Demonstrate includes Symbolics of Info. Nat./Beh. Sciences 2.2	College Bulletin	Book	Book	9	
Information Category: D Students					
Admission/Retention					
Admission Procedures for each program 3301-25-01, 4.1, G-4.1	Graduate Studies in Education College Bulletin Book 8 Curriculum Specifications Transfer Criteria	Booklet Booklet Document Handout	Booklet Booklet Document Handout	8	

Sample: For discussion purposes only

MIKELL O'DONNELL

Information Item	Nature of Potential Evidence	Evidence Format Existing	Evidence Format Desired	Chart Page #	First Draft Due Date
Information Category: D Students					
Dissemination 3301-25-01, 4.1, G-4.1	College Bulletin UVC Handout Transfer Criteria	Booklet Sheet	Booklet Sheet	8	
Due Process Procedures Made Public 3301-25-01, 4.1, G-4.1	College Bulletin Book 8	Booklet	Booklet	8	
Average Completion Time Established time frames for retention of candidates in each advanced program G-4.2	Undergrad. Rept. on Completion Time	Rep	Rep	8	
Identification, Recruitment of Potentially Outstanding Teachers 3301-25-01	Mailers Visitation to Local Schools Career Day Flyers Computer Print-out from Admissions			8	
Procedures for Ensuring Requirements are met 4.1, G-4.1	Procedures Book/ Admissions Clerk	Description	Description	8	
Characteristics of Students Admitted 4.1, G-4.1	Admission Follow-Up Study	Raw Data	Summary	8	
Means of Evaluation for Retention 3307-35-01, 4.1, G-4.2	Rules for Retention Book 8	Booklet	Booklet	8	
Circumstances for Dismissal 4.2, G-4.2	Rules for Retention Book 8	Booklet	Booklet	8	
Affirmative Action Policy: 4.0, 3301-25-01, G-4.0	Affirmative Action Plan 1981 Record Keep Proced. Manual Affirm Act Rpt (Univ-Wide)			8	

MIKELL O'DONNELL

Information Item	Nature of Potential Evidence	Evidence Format Existing	Evidence Format Desired	Chart Page #	First Draft Due Date
Information Category: D Students					
Services					
Design for assessing strengths and Weaknesses of Advising 4.3	Evaluation Study		Report	14	
Provision for Individual Counseling 3301-25-05	Records # Student Use/Month Reg Interval Checks/Discuss Counseling Ctr Ohio Union Linkages w/Univ as whole Portfolio	Records Description Description	Summary Description Description Description Booklet	14	
Cumulative Records 3301-25-05				14	
Career Objectives 3301-25-05	Curriculum Plan	Sheet	Sheet	14	
Course Work 3301-25-05	Permanent Record Card	Record	Record	14	
Evaluation 3301-25-05	Permanent Record Card	Record	Record	14	
Public Knowledge/Access Student 3301-25-05	Coll of Education Bulletin Book 8	Booklet	Booklet	14	
	OSU Bulletin (Application)	Booklet	Booklet	14	
Policy(s) Governing Student Services 3301-25-05	Coll of Education Bulletin Book 8	Booklet	Booklet	14	
Provision of Orientation to Professional Rights & Responsibilities 3301-25-05	Student Organizations Sponsored Activities	List	List & Description	14	
Follow-Up Counseling for Students Screened Out of T.E. Program 4.3	Description of Services for those obtaining non-teaching degree		Description	14	

INFORMATION CATEGORY: C PROGRAM

Information Item	Standard Reference	Nature of Potential Evidence	Evidence Format Existing/Desired	Source of Evidence	Location	Status	Date/Out	Req./Date	Date/In	Action Needed
1. Goals and Objectives										
a. Program Goals & Objectives (General)	2.1, G-2.1	Ed By-Laws; Lg-Rge Pln Doc	Document/Document	Russell Spillman	127A	To be Updated				
b. Program Purposes & Objectives (Each Field)	3301-25-01	Curriculum Specifications	/Document	Faculty Chairs	127A	To be Requested				
c. Future Objectives	3301-25-08, 6.3, G-6.3	Long-Rge Planning Documents	Documents/Documents	Russell Spillman	127A	To be obtained				
d. Faculty Knowledge of Program Goals and Objectives	3301-25-01	Curriculum Specifications	/Document	Program Directors	127A	To be Requested				
e. Instruction relates to purposes and Objectives	3301-25-01	Program Emphases Chart Curriculum Specifications	Prgm Chart/Progrm Chart /Document	Jessie Jahnke Jessie Jahnke	146A 146A	Completed To be Requested				
2. Development/Evaluation										
a. Plan for/type of Evaluation of Basic and Advanced Programs	3301-25-08,6.2,G-6.2	SIS, Follow-Up	Documents/Documents	Nancy Zimpher	118A	Completed				
b. Strengths and Weaknesses Revealed	3301-25-08,6.2,G-6.2	Follow-Up Tech. Rep.	/Document	Bill Loadman	118A	To be Requested				
c. Person Responsible	3301-25-08	Organizational Chart	/Chart	A. J. Miller	118A	To be Obtained				
d. Mechanism for student participation in program development and evaluation	2.5, G-2.5	SIS, SET's	/Document	Nancy Zimpher	118A	To be Obtained				
e. Mechanism for student participation in policy and decision-making	2.5, G-2.5	CUSE & Grad in College By-Laws	/Document	Russell Spillman	127A	To be Updated				
f. Method for selection of students	2.5, G-2.5	CUSE & Grad, Policy	/Document	Mikell O'Donnell	110A	To be Obtained				
g. Mechanisms for Incorporation of Student Concerns into Program Modification	2.5, G25.	Senate Comm. Minutes Follow-Up Tech Rep/Actions SET's	/Document /Document /Document	Russ Spillman Bill Loadman A. J. Miller	127A 118A 118A	To be Obtained To be Requested To be Obtained				
h. Mechanism for translating evaluation information to Action/Policy in program modification	6.2, G-6.2	Descrip/Feedback Loop Senate Committee	/Document /Document	Zimpher/Loadman Russ Spillman	118A 127A	To be Created To be Obtained				

Sample: For discussion purposes only

INFORMATION CATEGORY: C PROGRAM

Information Item	Standard Reference	Nature of Potential Evidence	Evidence Format Existing/Desired	Source of Evidence	Location	Status	Date/Out	Req./Date	Date/In	Action Needed
i. Use of professional and learned societies for program design & modification	2.4.3301-25-01, G-2.4	List from NCATE Curriculum Specifications	/Document	Program Directors	See Mailing List	To be Requested				
(1) Practicum	2.4, 3301-25-01, G-2.4	Curriculum Specifications	/Document	Program Directors	See Mailing List	To be Requested				
(2) Lab/Clinical	2.4, G-2.4	Curriculum Specifications	/Document	Program Directors	See Mailing List	To be Requested				
(3) Humanistic/Behavioral	2.4, G-2.4	Curriculum Specifications	/Document	Program Directors	See Mailing List	To be Requested				
(4) Content of the Teaching Specialty	2.4, G-2.4	Curriculum Specifications	/Document	Program Directors	See Mailing List	To be Requested				
j. Follow-Up Design & Use of Information for Program Modification	3301-25-08	Follow-Up Studies	/Document	Bill Loadman	210 A	To be Requested				

DOCUMENTATION TIMELINE

(Illustrative Activities, 2/15/83)

Data Sources	1982 July-August	1982 September-December	1983 January-March	1983 April-June	1983 July-August	1983 September-December
Leadership Team	Decide on Order and Time of Visits Monitor Commission Efforts Proceed with Long Range Planning	Establish Documentation Committee Decide on Programs for Accreditation Monitor Design of Documentation System	Meet with Program Heads and Faculties for Assignments Monitor Data Gathering Submit Reactions/ Recommendations for Team Member Composition	Monitor Evidence Compilation, Storage	Concur on Teams Compositions	Assigned for Interview with NCATE/ STATE Teams
Project Documenter	Conduct Comparative Analysis of NCATE/ STATE standards Reduce standards to information variables	Design Comprehensive Documentation System Enter System into Computer/Word Processor Prepare Individual Assignments Design Outline for Program Descriptions	Meet with Individuals responsible for providing information Preliminary Report to NCATE	Develop Guidebook for Visitation Members Edit Program Descriptions	Check data for completeness Categorize, store data Write needed accompanying narratives	Pre-Audit for State Department-October Complete Logistics for Visitation Accomadations NCATE Visit - Jan. STATE Visit - April
Major Documenters	Periodic Meetings to become familiar with selected approach to Documentation Efforts	Meet with Project Documentor to Review Information Responsibilities Establish Due-Date for Providing Information	Gather Information	Submit Information to Project Documenter	Provide further information as needed Review final drafts of information for accuracy, completeness, congruence	Assigned for Interviews with NCATE/ STATE Teams
Program Heads	Apprised of NCATE/ STATE Evaluations	Prepare Drafts of Program Descriptions	Include modifications and additions in program descriptions	Incorporate Program Policy Decisions of Multiculturalism, etc.	Preparing Program exhibits	Assigned for Interviews with NCATE/ STATE Teams
Faculty Members	Apprised of NCATE/ STATE Evaluations	Pilot test vita forms	Meet with Leadership Team Members Submit Vita Information	Submit Course Syllabi		Assigned for Interviews with NCATE/ STATE Teams

NCATE/STATE VISITATION

Sample: For discussion purposes only

Categories of Documentation	Programs to be Accredited/Approved Examples of Information on Each Program			
	Initial Cert. Undergrad.	Initial Cert. Grad.	Advanced Cert. Grad.	Non-Cert.
A. Organization	Organizational Chart	Organizational Chart	Organizational Chart	Organizational Chart
B. Faculty	College of Education By-Laws Vita Quarterly Repts	College of Education By-Laws Vita Quarterly Repts	College of Education By-Laws Vita Quarterly Repts	College of Education By-Laws Vita Quarterly Repts
C. Program	Research and Development Projects Program Descriptions Syllabi	Research and Development Projects Program Descriptions Syllabi	Research and Development Projects Program Descriptions Syllabi	Research and Development Projects Program Descriptions Syllabi
D. Students	Follow-up Data Program Modification College Bulletin Student Information System	Follow-up Data Program Modification Student Information System	Follow-up Data Program Modification Student Information System	Follow-up Data Program Modification Student Information System
E. Instruction	Placement Annual Reports			
F. Resources	Media Modules Annual Budget Reports Plans for Bldg Renovations	Media Modules Annual Budget Reports Plans for Bldg Renovations	Media Modules Annual Budget Reports Plans for Bldg Renovations	Media Modules Annual Budget Reports Plans for Bldg Renovations
G. Evaluation	Annual Reports Teacher Education Labs Long Range Plans Student Information System	Annual Reports Teacher Education Labs Long Range Plans Student Information System	Annual Reports Teacher Education Labs Long Range Plans Student Information System	Annual Reports Teacher Education Labs Long Range Plans Student Information System